The Status of Women and Employment Equity in Ontario School Boards

Report to the
Legislature by the
Minister of Education

1990

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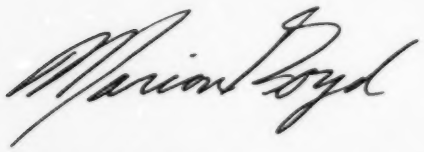
To: The Members of the Legislative Assembly
Province of Ontario

It is my privilege to present the fifth annual Ministry of Education report to the Legislature on the status of women and employment equity in Ontario school boards.



Marion Boyd
Minister of Education
May 1991

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Cette publication est également offerte en français sous le titre suivant : Le statut de la femme et l'équité d'emploi dans les conseils scolaires ontariens.

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Introduction

This is the fifth annual report to the Legislature by the Minister of Education on the status of women and employment equity in Ontario school boards.

Although the Ministry of Education has been actively promoting employment equity for women in school boards for many years, progress has been slow. Policy/Program Memorandum No. 111, February 2, 1990, requires school boards to increase the representation of women in supervisory officer, principal, and vice-principal positions to 50 per cent or more by the year 2000 and reaffirms the previously established goal of 30 per cent for all other occupational categories. To date, these goals are still far from being realized.

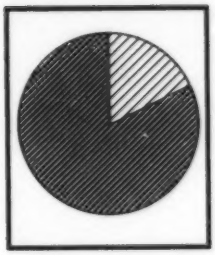
While women in 1989 tended to fill the majority of elementary classroom teaching positions (74.2 per cent in public school boards and 80.4 per cent in Roman Catholic boards) and almost half of all secondary classroom teaching positions, they were poorly represented in positions of added responsibility. For example, in 1989 women held only 3.4 per cent of the director of education positions (this grew to 5 per cent, or six positions, in 1990) and 14.7 per cent of the supervisory officer positions. They made up 20.8 per cent of elementary principals, 12.5 per cent of secondary principals, 38.8 per cent of elementary vice-principals, and 23.3 per cent of secondary vice-principals.

These statistics are particularly disappointing in view of the fact that in 1990 women made up 63 per cent of the candidates achieving principal's qualifications and 42 per cent of those earning supervisory officer's certificates (see table 1.1). It is evident that boards require employment equity programs to ensure that a representative number of senior positions are held by women. While Policy/Program Memorandum No. 111 encourages such programs and specifies the need for the designation of a senior official within each board to be responsible for the board's employment equity program, the statistics indicate that only 72 of Ontario's 177 school boards had either full- or part-time employment equity co-ordinators in 1989. This was a *decrease* of eight such positions from 1988.

On the positive side, many boards participated in the ministry's incentive programs. Since 1985, 104 boards have taken advantage of the Affirmative Action/Employment Equity Incentive Fund program and an additional 41 boards have shared in the Employment Equity Start-up Grants program. Nearly $5 million were provided in grants.

This report contains five sections. Section 1 describes the ministry's employment equity incentive programs and the achievements and initiatives of Ontario school boards in 1989. Section 2 outlines the requirements of Policy/Program Memorandum No. 111. Section 3 examines female and male employment in terms of occupational groups and provides some information on median salaries in each group. Section 4 compares 1978 and 1989 data on female and male employment for the public school system, 1985 and 1989 data for the Roman Catholic elementary panel, and 1987 and 1989 data for the Roman Catholic secondary panel. The final section of the report describes significant initiatives and developments that took place in 1990.

1. Employment Equity Incentives and Achievements



From 1985 to 1989, 145 out of 177 boards (82 per cent) participated in the incentive fund/start-up grant for at least one year.

The Affirmative Action/Employment Equity Incentive Fund Program

Introduction

The Affirmative Action/Employment Equity Incentive Fund was jointly established in 1985 by the Ministry of Education and the Ontario Women's Directorate; the program finished at the end of 1989. The fund provided grants to school boards to help them develop and implement an effective, results-oriented employment equity program that would raise the numbers and diversify the occupational distribution of women employees. As a result of the program, participating school boards should now be able to demonstrate that they are making progress towards achieving employment equity for female employees.

Grants and eligibility criteria

Boards were encouraged to apply for a total of $51 000 in grants. These grants consisted of a one-time special grant of $3000 and a three-year program development grant of $48 000 ($20 000 in year 1, $18 000 in year 2, and $10 000 in year 3). The program development grants were limited to a maximum of 75 per cent of the total costs of the approved initiatives to be undertaken by the boards, and all of the monies awarded were subject to audit by the provincial auditor and the Ministry of Education.

Each board was expected to use the grants to provide special measures and initiatives for women employees. Approved activities included awareness sessions, communication programs, the review and revision of employment systems, and various policy and program initiatives. To be eligible for a grant, a board had to:

- formally adopt an employment equity policy for all of its female employees, both teaching and non-teaching; or
- include special measures and initiatives for all female employees, both teaching and non-teaching, as part of a formally adopted equal opportunity policy for all employees.

Administration

The Employment Equity Program for School Boards (formerly part of the Employment Equity Unit) administered the fund in co-operation with the Ontario Women's Directorate. Designated education officers within each of the ministry's six regional offices played a key role by providing liaison between the school boards and the Employment Equity Program for School Boards.

Participating boards were required to complete a year-end report, which had to:
- contain a complete financial statement; and
- describe the implementation of initiatives as originally approved.

School board participation

A total of 104 boards participated in the fund for at least one year. This is about 83 per cent of the 126 school boards originally estimated as likely to participate. (Excluded from Ontario's 177 boards were very small boards, isolate boards, Canadian Forces boards, and treatment centres.) The total of the grants awarded between 1985 and 1989 was $4 487 014.79.

Employment Equity Start-up Grants

Introduction

A sum of $500 000 remaining from the Affirmative Action/Employment Equity Incentive Fund was made available for the Employment Equity Start-up Grants when Policy/Program Memorandum No. 111, February 2, 1990, "Employment Equity for Women in School Boards", was released. A co-operative venture of the Ministry of Education and the Ontario Women's Directorate, the grants were designed to help school boards develop their employment equity policies and programs for women in accordance with the memorandum. School boards were allowed to apply for a maximum grant of $12 000 each.

Grants and eligibility requirements

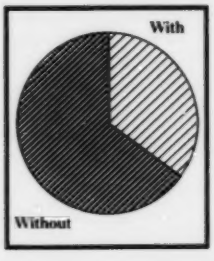
The grants were available only to school boards that had not already received an Affirmative Action/Employment Equity Incentive Fund program development grant. School boards that had received only a one-time special grant could also apply. School boards were expected to have an employment equity policy or an equal opportunity policy with special measures for women in place before their applications for a grant could be approved. The provisions governing the use of the grants were the same as those outlined above for the Affirmative Action/Employment Equity Incentive Fund program. Boards were required to prepare and submit year-end reports to their regional offices by January 31, 1991.

Administration

The Employment Equity Start-up Grants were administered in the same way as the Affirmative Action/Employment Equity Incentive Fund program.

School board participation

Forty-one boards, including twenty-four isolate boards in the Midnorthern, Northeastern, and Northwestern regions, participated in the grant program. This represents a participation rate of 54 per cent, based on the seventy-six boards considered likely to participate. The total of the grants awarded was $451 584.



Despite the need for a co-ordinator to develop and implement a board's employment equity plan, only 35 per cent, or 25 out of 72 boards participating in the incentive fund in 1989, had allocated a full-time position.

Table 1.2 summarizes the funds allocated to school boards by region. Table 1.3 shows board participation in the start-up grant program.

Employment Equity Co-ordinators

The development and implementation of an employment equity plan usually requires the appointment of a co-ordinator who has the time, staff, and financial resources needed to plan, develop, co-ordinate, monitor, and evaluate the board's employment equity program. In most cases the co-ordinator functions in a consultative role to senior management concerning employment equity policies and initiatives and maintains active liaison with appropriate committees, employee groups, and senior school board officials. The board as a whole is responsible and accountable for employment equity.

Table 1.4 outlines the 1989 distribution of full- and part-time employment equity co-ordinators by region. A comparison of the 1988 and 1989 data provides the following information:

- The number of full-time co-ordinators decreased by seven in 1989, and the number of part-time co-ordinators decreased by one. Thus, there was a decrease of 10 per cent in the number of co-ordinator positions across the province.
- School boards showed a strong tendency to employ part-time co-ordinators instead of full-time staff.
- The total number of positions in the Western Region remained the same, but the region's employment equity co-ordinators now work mainly on a part-time basis.
- The total number of co-ordinators in four regions decreased, but there was an increase in the number of co-ordinators in one region.
- In September 1988 eighty boards employed full or part-time co-ordinators, while in 1989 only seventy-two boards filled such positions.

School Board Achievements in 1989

Introduction

This report highlights employment equity activities by boards that reached their maximum eligibility of up to $51 000 under the incentive fund in 1989. The following list of achievements is based on the 1989 year-end reports from boards in the ministry's six regional offices.

Region/Board	Employment Equity Achievement
Central Region	
Borden Canadian Forces Base B of E	- prepared a review of job descriptions
Dufferin County B of E	- completed an employment systems review
Haldimand B of E	- designed an interviewer program entitled "Opportunity" - developed an interviewee booklet
Haliburton County B of E	- provided professional development programs for clerical staff and educational assistants
Halton B of E	- established a mentoring leadership pilot project
Hastings Prince Edward County RCSSB	- participated in the Quinte Education and Employment Equity Network, which produced three newsletters and two workshops
Lincoln County RCSSB	- revised hiring procedures to eliminate gender bias
North York B of E	- produced a career path booklet for business and operations staff - provided interview training for administrative interns, vice-principals, and principals
Scarborough B of E	- organized a seminar entitled "Administrative Excellence - A Leadership Program for Women"
Simcoe County B of E	- provided behavioural interview training for interviewers
Simcoe County RCSSB	- produced employee information brochures on its policies on affirmative action/employment equity and on sexual harassment and the complaint procedure for it

Region/Board	Employment Equity Achievement
Waterloo Region RCSSB	- produced "Spotlight on Performance", a recruitment and selection binder
Wellington County B of E	- initiated a job-shadowing project for women and an employee career-opportunity survey
Wentworth County B of E	- completed a career-interest and attitudinal survey
Eastern Region	
Lanark Leeds and Grenville County RCSSB	- established a counselling centre for affirmative action
Lennox & Addington County B of E	- developed an affirmative action resource book
Petawawa Canadian Forces Base B of E	- developed a job-shadowing program
Renfrew County B of E	- initiated a job-shadowing program
Midnorthern Region	
North Shore B of E	- provided a Master of Education program in Elliot Lake - worked with the staff of the Ontario Institute in Studies in Education to identify the specific needs of women in small northern communities
Sault Ste. Marie B of E	- provided in-service training for interviewers
Sudbury B of E	- provided one-time direct professional grants for women taking upgrading courses that would lead to promotions
Northeastern Region	
Kapuskasing B of E	- conducted workshops on interview skills and hiring practices
Timiskaming District RCSSB	- conducted a series of employment equity workshops for women employees
Timmins RCSSB	- developed non-sexist-language guidelines
Northwestern Region	
Geraldton B of E	- conducted research to determine male/female ratios and its own policies and procedures with regard to employment inequities
Kenora B of E	- developed a job-shadowing program
Lakehead District RCSSB	- developed a policy with regard to the recruitment, selection, and hiring of support staff - developed a new format for job descriptions
Lake Superior B of E	- developed an equality-in-language manual

Region/Board	Employment Equity Achievement
Western Region	
Essex County B of E, Essex County RCSSB, Windsor B of E, and Windsor RCSSB	– jointly sponsored an evening entitled "Celebrating the Success of Women in Education" in honour of International Women's Day
Lambton County RCSSB	– offered two workshops on selection and recruitment to all of the system's hiring agents
Oxford County B of E	– sponsored a career fest for teachers, which emphasized employment equity issues and careers of the future

2. Policy/Program Memorandum No. 111

Requirements

Policy/Program Memorandum No. 111, February 2, 1990, "Employment Equity for Women in School Boards", requires boards to develop and implement employment equity policies with respect to the employment and promotion of women. School board programs are expected to include strategies to increase the representation of women to 50 per cent or more by the year 2000 in the following occupational categories: supervisory officer, principal, and vice-principal. The goal of 30 per cent (set out in Policy/Program Memorandum No. 92, December 16, 1986, "Affirmative Action/Employment Equity Incentive Fund for School Boards") remains in effect for all other occupational categories.

School boards are expected to designate senior officials to be responsible for translating these policies into action. They must also submit to the ministry details of their employment equity policies and programs and provide annual progress reports.

School board employment equity programs should include the following components:

- *Needs assessment:* a data analysis to determine the percentages of women employees in each category and a review of corporate policies and procedures to ensure that they do not discriminate on the basis of sex.
- *Goals and timetables:* realistic statements of outcomes based on the needs assessment and projected vacancies.
- *Strategies:* special measures to increase the representation of women in senior positions and to overcome systemic discrimination.
- *Monitoring and evaluation procedures:* activities designed to ensure that the program is on schedule, to provide information for the September Board Report, and to review and modify as required the goals and timetables.
- *Resources:* sufficient budget and human resources (e.g., a senior official to act as co-ordinator) to ensure that the program is implemented and maintained.

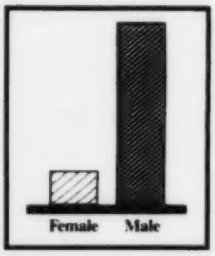
Policy/Program Memorandum No. 111 requires boards to communicate periodically with their staffs on the focus on employment equity and on the progress being made. Boards' ongoing human-resources planning and management practices should reflect their commitment to employment equity for women (e.g., through employment equity training for personnel and a policy on and procedures for dealing with sexual harassment).

All programs leading to the certification of principals and supervisory officers will incorporate an employment equity component. The ministry will also encourage faculties of education to include employment equity training in all teacher programs.

Follow-up Action

Deputy Minister of Education Robert L. Mitton provided the following details about follow-up action regarding Policy/Program Memorandum No. 111 in a memorandum dated July 12, 1990, to the directors of education and secretaries of school boards.

- School boards should develop goals and strategies to attain 50 per cent or more representation of women in the position of supervisory officer and in the positions of principal and vice-principal in *each* of the elementary and secondary panels by the year 2000.
- By September 1990, boards were required to develop and put in place an employment equity policy either for women or "for women and other designated groups providing that special measures for women are clearly specified". This policy was to be submitted to the appropriate regional office by December 31, 1990, for ministry approval. Boards were encouraged to submit, at the same time, action plans outlining how they intended to proceed.
- Beginning September 1991, boards will be required to report on their employment equity programs in the September Board Report, in a survey to be administered to each board once every three years, and in the annual reports of their chief executive officers.
- Each school board's employment equity program and its progress in achieving its program goals will be described in the Minister's report to the Legislature on employment equity in school boards, using the three sources of information listed above.



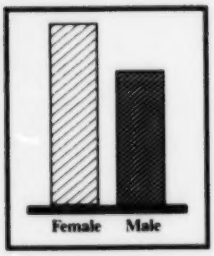
In 1989, 14.7 per cent of supervisory officers were female.

The ministry expects that Policy/Program Memorandum No. 111 will help ensure that there are equal numbers of role models of both sexes in the educational system.

As this report goes to press, the staff of the ministry's Employment Equity Program for School Boards and the education officers responsible for employment equity in each region are reviewing the policies submitted by school boards to determine whether they adequately meet the criteria for employment equity. Boards will be informed of the decision concerning their policies in the spring of 1991.

Table 2.1 outlines the number of positions of added responsibility (principal, vice-principal, and supervisory officer) by board and the percentage of women who held them in 1989. The table also includes competition data, that is, the number of vacancies for positions of added responsibility and the number of women appointed to fill them, as well as the number of successful female candidates in the 1990 supervisory officer examinations on a board-by-board basis. The table lists boards by region and includes both regional and provincial totals. Table 2.1 contains the data school boards will use to plan their strategy for meeting the goals of Policy/Program Memorandum No. 111.

3. Analysis of Female/Male Employment, 1989



Women account for approximately 58 per cent of school board staff in Ontario.

On September 30, 1989, provincial school boards employed approximately 154 900 full-time staff, of whom more than 58 per cent were women.

Data Collection and Analysis

The data were collected through the September school and board reports and the Educator Data Base.

The twenty-one occupational categories listed in the school and board reports were combined into four major occupational groups:

- Group 1 includes senior board personnel: directors, assistant directors of education, and other supervisory officers.
- Group 1A includes consultants.
- Group 2 includes educational staff: principals and vice-principals, classroom teachers, department heads, and other teachers (those who do not hold a regular classroom position, such as librarians and guidance personnel).
- Group 3 includes non-educational staff: other professional staff, para-professionals, clerical and secretarial staff, and other staff on a board's payroll (supervisory and non-supervisory).

Almost 2 per cent of the total work force fell into groups 1 and 1A; of the remaining 98 per cent, the majority fell into group 2. The breakdown for each group is as follows:

- Group 1: 0.6 per cent
- Group 1A: 1.3 per cent
- Group 2: 71.3 per cent
- Group 3: 26.8 per cent

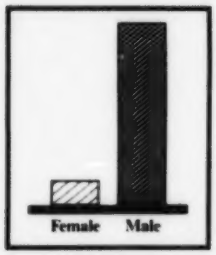
Occupational Categories

Policy/Program Memorandum No. 111 requires school boards to increase the representation of women to 50 per cent or more by the year 2000 in the following three positions: supervisory officer, principal, and vice-principal. However, the following 1989 data reveal that women are still grossly underrepresented in these positions, although their representation has increased since 1988:

Percentage of Women in Positions of Added Responsibility, 1989

Position	Percentage
Supervisory officer	14.7
Elementary principal	20.8
Elementary vice-principal	38.8
Secondary principal	12.5
Secondary vice-principal	23.3

Source: September Board Report and Educator Data Base, 1989.



In 1989, 12.5 per cent of secondary principals were female.

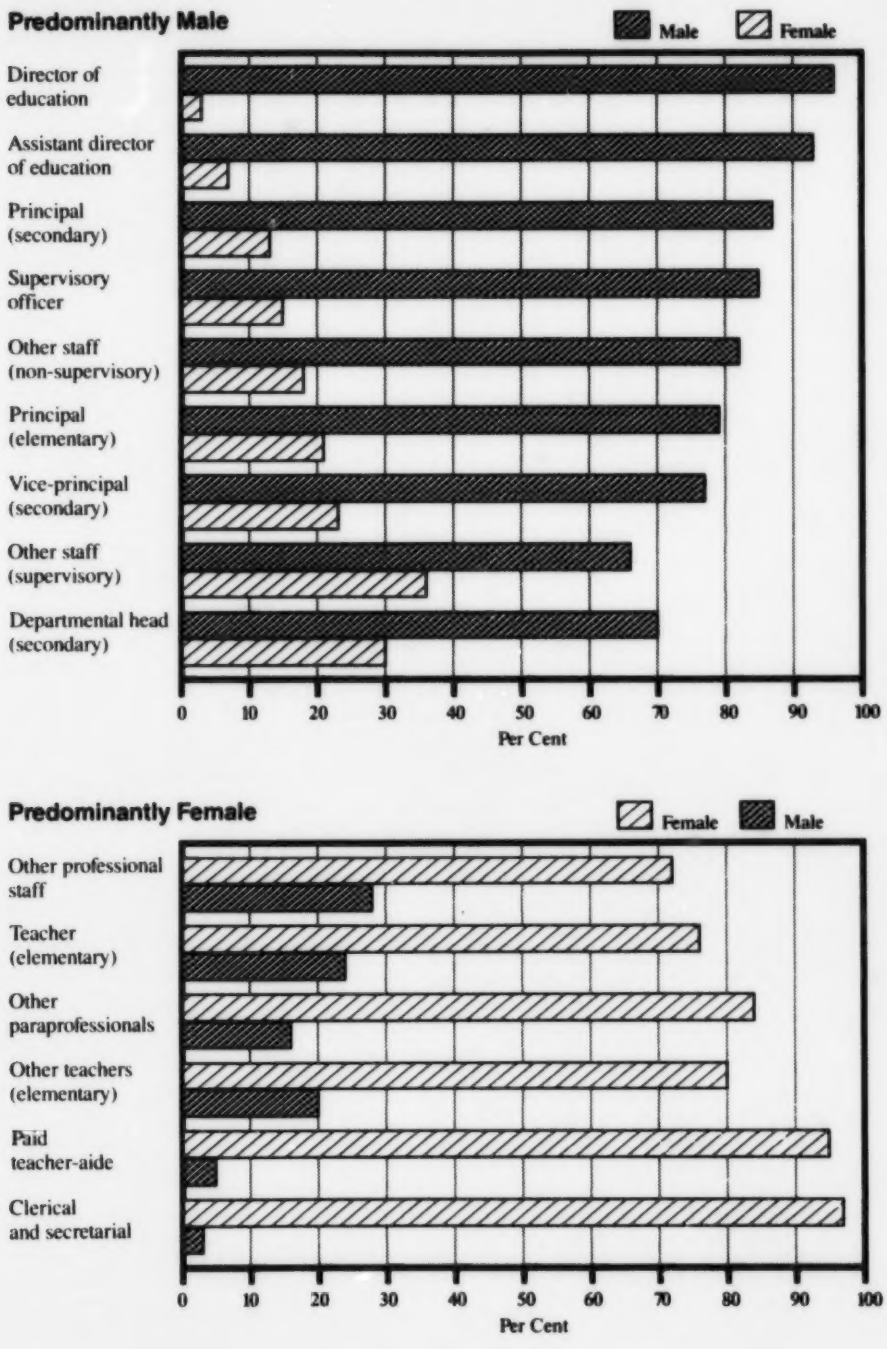
These data are particularly disappointing in view of the pool of trained female personnel available for these positions. In 1990, women made up 45 per cent of all successful candidates for the supervisory officer's certificate and 62 per cent of those achieving the principal's qualification.

Figure 3.1 shows the fifteen job classifications and the predominant gender in each. Those classifications shown as "Predominantly Male" and "Predominantly Female" depict the gender-related jobs in the educational workplace. The following points should be noted:

- Elementary teachers were predominantly female (76 per cent).
- Of the secondary school vice-principals, 23.3 per cent were female and 76.7 per cent were male.

Although table 3.1 shows that there were only four female directors of education in 1989, six of the 121 directors of education in Ontario school boards were women in 1990. Thus, the female representation at this level is 5 per cent of the total number of positions for the first time.

Figure 3.1: Job Classifications With Predominant Gender, 1989



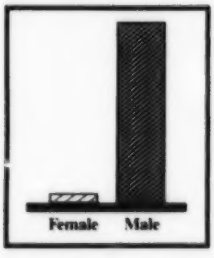
Source: September School and Board Reports, 1989, and Table 3.1.

Major Occupational Groups

An analysis of the data on the four major occupational groups (see table 3.2) reveals the following information:

Groups 1 and 1A

- Of all men in senior positions, 8.4 per cent were directors or assistant directors of education, while only 0.5 per cent of all women in senior positions filled these roles in 1989.
- Of the 1219 females in groups 1 and 1A, 1098 (90.1 per cent) were consultants, while 880 (52.1 per cent) of the 1688 males in these groups were consultants.



As of December 1990, only 5 per cent of the directors of education in Ontario were female.

Group 2

- Of all male eductional staff, 12.6 per cent were principals or vice-principals; 2.8 per cent of all female educational staff were principals or vice-principals.
- Of the female educational staff, 66.8 per cent were classroom teachers; only 59.9 per cent of the male educational staff were classroom teachers.

Group 3

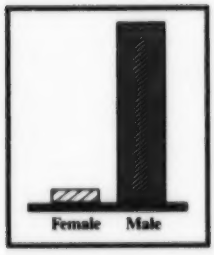
- Approximately 24 per cent of all females in group 3 were paid teacher-aides, while fewer than 2 per cent of all males in this group were paid teacher-aides.
- Over 80 per cent of all males in group 3 were classified as other staff on board payrolls (non-supervisory), while fewer than 14 per cent of all females were classified in this way.

The female/male ratios for the job categories in group 3 showed that the traditional gender associations persist.

Median Salaries

The median salaries for the job classifications in groups 1/1A, 2, and 3 are given in table 3.3. It should be noted that the salary for teachers is based on qualifications and years of experience.

4. Comparative Analysis of Full-Time Educational Staff



Approximately 1.3 per cent of all male and 0.1 per cent of all female full-time board employees are found in the most senior positions.

Public School Boards

Elementary Staff, 1978 and 1989

Distribution of female and male teachers

The percentages of female and male teachers, including those holding the positions of principal, vice-principal, and department head, were compared for 1978 and 1989 (see table 4.1).

- In 1978 women in the public school boards held 11.9 per cent of the positions of added responsibility (principal, vice-principal, and department head); in 1989 the proportion of women holding these positions had more than tripled to 37 per cent.
- Although almost three times as many females as males were teachers in 1989, men were four times as likely to fill the position of principal.
- Although there were thiry-five fewer principal positions in 1989, there were 282 more females and 317 fewer males in these positions than there were in 1978.
- The percentage of female elementary principals in 1989 was 18.2, almost triple the 6.7 per cent figure for 1978.
- The 1989 data also show a relative increase in the number of females and a decrease in the number of males from the 1978 data in the position of vice-principal (females: + 380; males: -107).
- The percentage of female elementary vice-principals in 1989 was 39.4, more than twice the 15.5 per cent figure in 1978.

Years of teaching experience

Table 4.2 provides the following information on the teaching experience of public elementary teachers:

- In 1989, of those teachers in their first year of service, women outnumbered men by 3.6 to 1. Compared with 1978, when the ratio was 2.6 to 1, the proportion of women has increased.
- In 1989, women with "11-20 years" of teaching experience formed the largest group of female elementary teachers. In 1978, the largest group of female elementary teachers had "1-10 years" of teaching experience. This indicates that women are staying in teaching longer.
- Of the increase of 7315 public elementary school teachers between 1978 and 1989, 96 per cent or 7032 were women.

Educational level

Table 4.3 reveals the following information:

- The 1989 staff held more university degrees than did the 1978 staff. The number of public elementary teachers with a degree in 1989 rose from the corresponding figure in 1978: 69.9 per cent of all women and 89.8 per cent of all men held degrees in 1989, while 47.3 per cent of all women and 80.3 per cent of all men held degrees in 1978.
- The number of women with master's degrees in 1989 was approximately five times the corresponding number in 1978.

Secondary Staff, 1978 and 1989

Distribution of female and male teachers

The following information is derived from table 4.4:

- Of all educational staff in positions of added responsibility (principal, vice-principal, department head) at the secondary level, 27.3 per cent were female in 1989, compared with 17.3 per cent in 1978.
- There was a slight change in the number of positions for principal (-43) and vice-principal (+ 38) in 1989, but the number of females in these positions increased over the 1978 data (principal: + 39; vice-principal: + 133), whereas the number of males in these positions decreased from the 1978 data (principal: -82; vice-principal: -95).
- The number of female secondary classroom teachers continued to rise - from 34.2 per cent in 1978 to 41.5 per cent in 1989 - but males were still more likely to be found in the positions of principal (89.5 per cent) and vice-principal (77.6 per cent).

Years of teaching experience

Table 4.5 provides the following information:

- Despite a net decrease of 1683 public secondary school teachers between 1978 and 1989, women showed a significant net increase of 2256. Thus, in 1989, women made up 38.4 per cent of the total number of public secondary teachers, as compared with 30.2 per cent in 1978.
- In 1989, in the "11-20 years" category, 403 of every 1000 teachers were women, while in 1978 only 217 of every 1000 teachers were women.

Educational level

Table 4.6 reveals the following information:

- The 1989 staff held more degrees than did the 1978 staff.
- The percentage of all teachers reporting no degree fell from 14.3 per cent in 1978 to 7.8 per cent in 1989, and less than 20 per cent (514) of those teachers were female in 1989.
- The number of females reporting a master's degree almost doubled from 777 in 1978 to 1479 in 1989.

Highest teaching level

It is felt that 1987 provides a more appropriate base for comparison with 1989 because of identical data categories.

Table 4.7 provides the following information:

- Women continue to dominate as teachers in the elementary public school grades.
- Where the highest grade taught is Grade 6 or less, the number of women has increased dramatically from 1987 to 1989.
- More women taught secondary school in 1989 than in 1987.

Roman Catholic Separate School Boards

Elementary Staff, 1985 and 1989

Distribution of female and male teachers

The following data are provided in table 4.8:

- In 1985 women in Roman Catholic elementary school boards held 22.6 per cent of the positions of added responsibility (principal, vice-principal, department head), while in 1989 the proportion of women holding these positions increased to 28.7 per cent.
- From 1985 to 1989 the number of vice-principal positions increased by 133; of these, women held 54.8 per cent (73 positions).

Years of teaching experience

Table 4.9 reveals the following:

- In 1989 over three-quarters of the teaching force were women, a proportion virtually unchanged from 1985.

Educational level

Table 4.10 provides the following information:

- The 1989 staff held more degrees than did the 1985 staff.
- The number of women who held master's degrees in 1989 represented an increase of 61 per cent over the corresponding number in 1985.

Secondary Staff, 1987 and 1989

Distribution of female and male teachers

Table 4.11 provides the following data:

- In 1989 women held 33 per cent of the positions of added responsibility (principal, vice-principal, department head).
- The number of principal positions increased by twenty-five from 1987 to 1989. All of these new positions were held by males. In 1989, 19.5 per cent of the principal positions were held by females, down from 23.3 per cent in 1987.
- The number of vice-principal positions increased by 68 from 1987 to 1989; 42.6 per cent of these new positions were held by women.

Years of teaching experience

Table 4.12 provides the following information:

- In 1989 women made up 46.2 per cent of the teaching force, compared with 45.3 per cent in 1987.

Educational level

Table 4.13 provides the following information:

- The staff held more degrees in 1989 than they did in 1987.
- In 1989, 11.8 per cent of female staff had a master's degree, compared with just under 11 per cent in 1987.
- Of those teachers holding a doctorate degree in 1989, 25.8 per cent were women. The comparable percentage in 1987 was 18.5 per cent.

Highest teaching level

Table 4.14 reveals the following:

- In 1989 women significantly outnumbered men in the elementary panel. However, the dominance of women changed inversely with the rise in grade level.
- Women increased their participation in the secondary panel.

5. Significant Initiatives in 1990

Summer Experience Program '90

The Summer Experience Program, administered jointly by the Human Resources Secretariat, the Ministry of Skills Development, and the Ministry of Education, has been responsible for hiring forty-seven students in school boards during its four-year life span. In addition to supporting the Ontario government's school board employment equity objectives, the Summer Experience Program helps youths develop:

- career-related skills through training and supervised work experience in summer positions; and
- research and analytical skills that are applicable in professional and academic environments.

In 1989 ten students participated in employment equity school board projects in two Northern Ontario regions, as well as in the Central, Eastern, and Western regions. A student hired by the Employment Equity Program for School Boards co-ordinated the program.

The following projects were all undertaken as part of Summer Experience Program '90: a comprehensive equity audit, the analysis of recruitment and staffing procedures, the development of resource materials on employment equity for workshops and for distribution by school boards, the preparation of a model for developing and implementing the requirements of Policy/ Program Memorandum No. 111, the development of workshop models on career planning, the development of a sexual harassment policy, and the development of an employment equity speaker's catalogue.

Networks

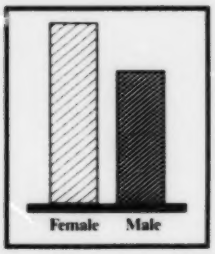
Regional school board networks meet several times a year to address employment equity issues. Frequently these meetings are co-ordinated by the education officers responsible for employment equity in the ministry's regional offices.

The Provincial Employment Equity School Board Network holds meetings twice a year, in the spring and in the fall. School boards can obtain assistance in preparing for these meetings from the staff of the Ontario Women's Directorate and the Ministry of Education Employment Equity Program for School Boards, as well as from designated education officers in the ministry's regional offices. In 1990 these meetings were held in April in Ottawa and in November in London.

The network meetings allow employment equity co-ordinators to discuss significant issues and exchange program information. Workshops are frequently led by employment equity co-ordinators and other personnel from school boards, university professors, federation personnel, and consultants involved in employment equity issues.

New and Updated Resource Documents

The following resources are available from the Ministry of Education:



In 1990, women made up 57.4 per cent of the Ministry of Education's work force.

Employment Equity, Sex Equity Documents (revised May 1990). This list of sex equity documents (e.g., memoranda and guidelines produced by the ministry) is available to interested employment equity co-ordinators.

Employment Equity School Board Employees Documents (revised April 1990). This list of available items includes memoranda from 1973 to 1990 related to employment equity.

Directory of School Board Employment Equity Resource Material. This revised edition of the directory lists all materials available for distribution from participating Ontario school boards.

The Status of Women and Employment Equity in Ontario School Boards: Report to the Legislature by the Minister of Education, 1989. The fourth annual report of the Minister of Education on the status of women and employment equity in Ontario school boards was released on November 2, 1990. The report documents the status of female employees in the Ontario educational system as of September 30, 1988.

Initiatives Relevant to Ministry Staff

Introduction

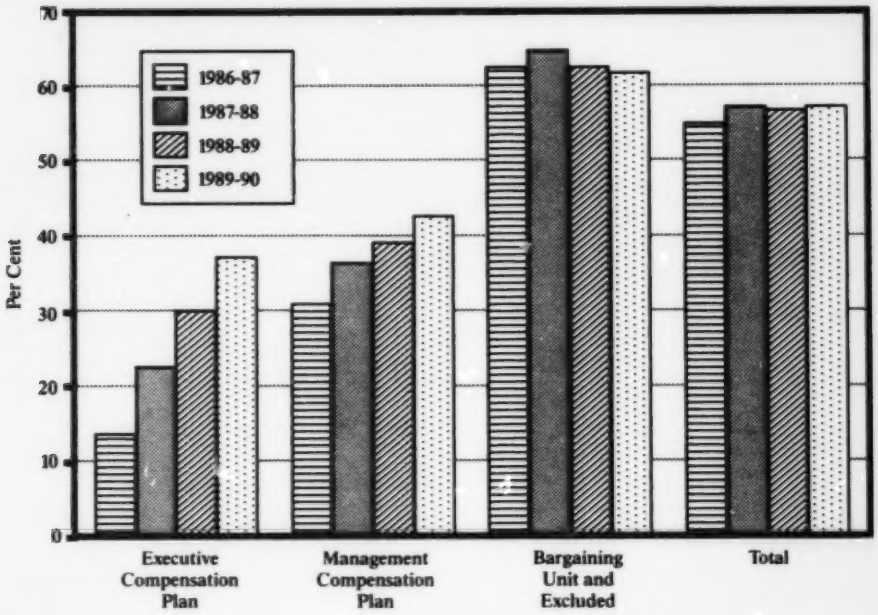
The Policy, Planning, and Development Unit within the ministry's Human Resources Branch undertakes program and policy initiatives for the employment equity program for the ministry's own employees. In doing so the unit co-operates with various ministry branches and with other ministries and agencies. Some of the employment equity activities for 1990 are described in this section.

Employment equity goals and timetables

Based on a work force survey of all Ontario Public Service (OPS) employees, OPS ministry employment equity goals and timetables for 1990-91 have been developed for five designated groups: racial minorities, persons with disabilities, francophones, aboriginal peoples, and women. Each ministry has developed an action plan to help meet the OPS goals.

Figure 5.1 shows the work force profile of classified female employees in the Executive Compensation Plan, Management Compensation Plan, and the Bargaining Unit and Excluded categories.

Figure 5.1: Ministry of Education Work Force Profile: Classified Female Employees, 1986/87 – 1989/90



Source: Integrated Payroll Personnel and Employee Benefits Services Report 237A: September 30, 1986; March 27, 1988; April 12, 1989; and April 3, 1990.

Note: Senior management are covered under the executive compensation plan: in 1989-90, 37 per cent in this category (10 employees) were female, up from 30 per cent (9 employees) in 1988-89. Middle management are covered under the management compensation plan: in 1989-90, 42.5 per cent (149 employees) were female; in 1988-89 the figure was 39.2 per cent (135 employees). In the "Bargaining Unit and Excluded" category women made up 61.9 per cent of the total (717 employees) for 1989-90 and 62.5 per cent (718 employees) for 1988-89.

The Ministry of Education has established three-year hiring goals and supporting strategies for senior executives, as well as for five occupational groups at the managment level and six from the bargaining unit. The following strategies are being used to increase the representation and provide equality of distribution in these occupational categories for members of the designated groups listed above:

- training managers on hiring people with disabilities and on outreach recruitment;
- developing outreach strategies for designated occupational groups;
- providing career development opportunities through an internal "accelerated skills development" program, which contributes $60 000 per year for all designated groups.

The government's commitment to these goals was underlined by the creation of a $23.5 million employment equity fund for the Ontario Public Service over three years, beginning in 1990–91. This fund, administered by the Human Resources Secretariat (HRS), will enhance the efforts of ministries to implement their employment equity plans. The fund will be used to support the following:

- developmental opportunities
- employment equity education and training
- job accommodation for persons with disabilities
- pilot projects

The choice of initiatives to support will be based on how well they link to the government's employment equity goals and timetables.

In 1989–90, $1 million were allocated to a variety of initiatives aimed at providing job accommodation for persons with disabilities. In each of the three years from 1990 to 1993, $7.5 million will be available to supplement ministries' employment equity initiatives for all five designated groups.

Tables

Table 1.1: Successful Female Candidates for the Principal's Qualification and the Supervisory Officer's Certificate, 1980–1990

	Principal's Qualification		Supervisory Officer's Certificate	
Year	Total Candidates	% Female of Total Candidates	Total Female Candidates	% Female of Total Candidates
1980	130	27	38	22
1981	123	22	31	24
1982	580	32	19	26
1983	255	30	35	32
1984	302	36	24	27
1985	377	42	36	30
1986	453	45	48	40
1987	476	46	46	35
1988	545	53	48	43
1989	566	54	64	51
1990	537	62	63	42

Source: Centre for Teacher Education, Registrar Services Unit, Ontario Ministry of Education, 1990.

Table 1.2: Affirmative Action/Employment Equity Incentive Fund: School Board Participation, 1985–1990

	Boards in Fund		Start-up Grant, 1990	
Region	No. of Boards	Amount ($)	No. of Boards	Amount ($)
Central	40	1 870 753.49	4	48 000
Eastern	17	873 737.50	2	24 000
Midnorthern	7	199 694.88	11	116 000
Northeastern	15	580 384.99	4	48 000
Northwestern	8	293 005.00	17	179 584
Western	17	669 438.93	3	36 000
Total	**104**	**4 487 014.79**	**41**	**451 584**

Source: Employment Equity Program for School Boards, Ontario Ministry of Education, 1990.

Table 1.3: Start-up Grants to School Boards, 1990: Summary by Region and Board

Region / Board	Start-up Grant ($)	Regional Total ($)
Central		
Etobicoke Board of Education	12 000	
Le Conseil des écoles françaises-Toronto (CEFCUT)	12 000	
Metropolitan Toronto School Board	12 000	
Penetanguishene PSSB	12 000	48 000
Eastern Ontario		
Conseil scolaire de langue française Ottawa-Carleton		
- section publique	12 000	
- section catholique	12 000	24 000
Midnorthern Ontario		
Hornepayne Board of Education	12 000	
Manitoulin Board of Education	12 000	
North Shore District RCSSB	12 000	
Gogama RCSSB	10 000	
Hornepayne RCSSB	10 000	
Foleyet RCSSB	10 000	
Dubreuilville RCSSB	10 000	
Asquith-Garvey DSA Board	10 000	
Foleyet DSA Board	10 000	
Gogama DSA Board	10 000	
Missarenda DSA Board	10 000	116 000
Northeastern Ontario		
Hearst Board of Education	12 000	
Moose Factory Island DSA Board	12 000	
Timmins RCSSB	12 000	
Moosonee RCSSB	12 000	48 000
Northwestern Ontario		
Atikokan Board of Education	12 000	
Atikokan RCSSB	10 256	
Caramat DSA Board	10 256	
Collins DSA Board	10 256	
Connell and Ponsford DSA Board	10 256	
Dryden District RCSSB	12 000	
Fort Frances-Rainy River RCSSB	12 000	
Ignace RCSSB	10 256	
Kilkenny DSA Board	10 256	
Mine Centre DSA Board	10 256	
Nakina DSA Board	10 256	
Northern DSA Board	10 256	
Red Lake Area Combined RCSSB	10 256	
Slate Falls DSA Board	10 256	
Summer Beaver DSA Board	10 256	
Umfreville DSA Board	10 256	
Upsala DSA Board	10 256	179 584
Western Ontario		
Bruce County Board of Education	12 000	
Elgin County RCSSB	12 000	
Huron-Perth County RCSSB	12 000	36 000
Grand Total		**451 584**

Source: Employment Equity Program for School Boards, Ontario Ministry of Education, 1990.

PSSB Protestant Separate School Board
DSA District School Area
RCSSB Roman Catholic Separate School Board

Table 1.4: Employment Equity Co-ordinator Positions, by Region, 1989

Region	Full-time Positions	Part-time Positions	Total
Central	16	18	34
Eastern	5	7	12
Midnorthern	1	3	4
Northeastern	–	5	5
Northwestern	–	5	5
Western	3	9	12
Total	**25**	**47**	**72**

Source: September Board Report, 1989.

Table 2.1: Women in Positions of Added Responsibility, by Region and Board, 1989

	Elementary				Secondary				Other				
	Principals		Vice-Principals		Principals		Vice-Principals		Supervisory Officers			Competitions	
Region/Board	No. of Positions	% Females	No. of Positions	% Females	No. of Positions	% Females	No. of Positions	% Females	No. of Positions	% Females	No. of Cert. Females*	No. of Vacancies	No. of Females Appointed
Central Region													
Borden CFB B of E	3	0.0	3	33.3	2	0.0	1	100.0	1	0.0		6	2
Brant County B of E	37	10.8	10	10.0	4	0.0	10	20.0	7	14.3		5	1
Brant County RCSSB	17	29.4	1	0.0	1	0.0	2	0.0	3	0.0		3	2
Campbell Children's School B of E	1	100.0	0		0		0		0				
Conseil des écoles françaises de la communauté urbaine de Toronto	3	33.3	1	100.0	1	0.0	0		2		1	0	0
Dufferin County B of E	9	22.2	11	36.4	3	0.0	4	75.0	3	0.0	1	5	5
Dufferin-Peel RCSSB	88	22.7	57	36.8	12	16.7	25	20.0	20	20.0		0	0
Durham B of E	85	16.5	64	39.1	17	11.8	25	20.0	13	15.4	8	2	1
Durham Region RCSSB	31	16.1	17	41.2	6	0.0	8	37.5	6	0.0	1	17	6
East York B of E	20	30.0	15	46.7	5	0.0	8	25.0	8	12.5	1	6	2
Etobicoke B of E	48	14.6	46	30.4	13	23.1	23	17.4	14	21.4	1	0	0
Haldimand B of E	17	5.9	4	50.0	4	25.0	4	0.0	3	0.0		6	3
Haldimand-Norfolk RCSSB	14	7.1	4	0.0	0		0		3	0.0		6	2
Haliburton County B of E	7	28.6	2	50.0	1	0.0	1	0.0	1	0.0		0	0
Halton B of E	70	28.6	43	58.1	15	13.3	29	34.5	14	14.3		38	24
Halton RCSSB	29	34.5	12	33.3	4	0.0	6	16.7	7	0.0		7	2
Hamilton B of E	72	25.0	22	45.5	20	20.0	29	24.1	13	23.1		24	9
Hamilton-Wentworth RCSSB	53	34.0	14	35.7	7	28.6	9	11.1	11	18.2	2	4	2
Hastings County B of E	40	12.5	23	39.1	8	12.5	16	18.8	6	16.7	1	9	5
Hastings Prince Edward County RCSSB	17	23.5	3	33.3	2	50.0	3	0.0	3	0.0		4	2
Hugh MacMillan Centre B of E	1	0.0	0		0		0		0			0	0
Lincoln County B of E	53	11.3	30	23.3	15	6.7	20	5.0	8	12.5		25	8
Lincoln County RCSSB	23	13.0	10	40.0	2	0.0	6	33.3	5	0.0		8	3
Metropolitan Separate School Board	189	28.6	62	45.2	37	27.0	63	38.1	50	20.0		N.A.	N.A.
Metropolitan Toronto School Board	7	28.6	4	75.0	0		0		10	20.0		2	1
Niagara Peninsula Crippled Children's Centre B of E	1	0.0	0		0		0		0			0	0
Niagara South B of E	60	10.0	13	53.8	16	12.5	20	20.0	13	7.7		11	5
Norfolk B of E	21	9.5	18	22.2	5	0.0	5	60.0	5	0.0		11	5
North York B of E	101	29.7	41	53.7	23	26.1	51	39.2	23	34.8	2	44	33
Northumberland & Newcastle B of E	46	13.0	27	33.3	8	0.0	11	45.5	7	14.3	3	14	7
Peel B of E	130	20.0	86	53.5	25	8.0	49	28.6	18	16.7	4	50	25
Penetanguishene PSSB	1	100.0	0		0		0		0			0	0
Peterborough County B of E	32	12.5	19	31.6	6	16.7	7	14.3	5	0.0		7	2
Peterborough Victoria Northumberland Newcastle RCSSB	26	15.4	12	33.3	3	33.3	4	25.0	4	0.0		2	1
Prince Edward County B of E	8	12.5	9	22.2	1	0.0	2	0.0	2	0.0		3	1
Scarborough B of E	136	18.4	64	32.8	26	3.8	52	36.5	29	10.3	3	52	12
Simcoe County B of E	76	13.2	64	31.3	13	15.4	22	18.2	14	14.3	2	28	13

Simcoe County RCSSB	33	24.2	16	18.8	7	0.0	5	20.0	5	20.0		20	3
Toronto B of E	97	24.7	77	51.9	26	19.2	51	25.5	28	32.1	2	79	37
Trenton CFB B of E	3	33.3	1	0.0	0		0		0			0	0
Victoria County B of E	19	15.8	17	17.6	3	0.0	5	40.0	3	0.0		8	3
Waterloo County B of E	92	10.9	39	38.5	16	0.0	33	12.1	17	11.8	2	14	4
Waterloo North Children's Centre B of E	1	100.0	0		0		0		0			0	0
Waterloo Region RCSSB	45	22.2	4	25.0	6	16.7	7	28.6	11	18.2		5	2
Welland County RCSSB	37	13.5	8	37.5	5	0.0	6	16.7	7	0.0		11	2
Wellington County B of E	47	12.8	21	33.3	9	11.1	11	9.1	9	11.1		20	8
Wellington County RCSSB	19	42.1	1	100.0	3	0.0	3	0.0	5	0.0	1	6	1
Wentworth County B of E	32	15.6	9	44.4	8	0.0	10	10.0	5	20.0	2	6	4
York (City) B of E	28	21.4	18	44.4	8	12.5	15	60.0	11	27.3	1	7	4
York Region B of E	86	24.4	57	61.4	18	11.1	30	20.0	23	13.0	1	47	22
York Region RCSSB	54	31.5	30	40.0	6	0.0	20	40.0	16	18.8	1	9	2
Other**											4		
Central Region Total	**2165**	**20.7**	**1109**	**40.8**	**420**	**12.9**	**711**	**27.1**	**471**	**16.1**	**44**	**631**	**276**
Eastern Region													
Carleton B of E	65	16.9	64	31.3	15	20.0	17	17.6	12	8.3	3	15	4
Carleton RCSSB	35	37.1	8	25.0	2	0.0	4	0.0	5	20.0		11	5
Conseil scolaire de langue française d'Ottawa-Carleton, Section catholique	42	19.0	6	66.7 5	40.0	6	16.7	7	14.3		14	4	
Conseil scolaire de langue française d'Ottawa-Carleton, Section publique	6	33.3	4	75.0	5	20.0	7	14.3	5	20.0	1	9	3
Frontenac County B of E	36	16.7	28	32.1	7	0.0	11	27.3	5	40.0		13	9
Frontenac-Lennox and Addington County RCSSB	17	23.5	6	33.3	3	33.3	4	0.0	5	20.0		2	0
Kingston CFB B of E	0		0		0		0		0			0	0
Lanark County B of E	18	5.6	5	60.0	4	0.0	6	33.3	5	0.0	1	0	0
Lanark Leeds and Grenville County RCSSB	14	35.7	6	50.0	0		1	0.0	3	33.3	1	0	0
Leeds & Grenville County B of E	34	5.9	14	50.0	7	0.0	8	12.5	5	0.0	1	9	5
Lennox & Addington County B of E	14	7.1	7	42.9	2	100.0	5	20.0	3	0.0	1	6	2
Ottawa B of E	52	32.7	35	51.4	16	25.0	33	18.2	10	20.0	1	15	8
Ottawa CFB B of E	1	0.0	1	0.0	0		0		0			0	0
Ottawa Children's Treatment Centre B of E	1	100.0	0		0		0		0			0	0
Ottawa RCSSB	26	7.7	7	57.1	1	100.0	4	25.0	5	0.0		3	0
Petawawa CFB B of E	5	20.0	4	50.0	0		0		0			0	0
Prescott & Russell County B of E	5	20.0	2	50.0	2	0.0	2	0.0	1	0.0		0	0
Prescott & Russell County RCSSB	26	3.8	7	0.0	6	16.7	5	20.0	6	0.0		3	0
Renfrew County B of E	25	28.0	5	60.0	9	0.0	9	22.2	4	0.0	1	5	2
Renfrew County RCSSB	22	50.0	3	100.0	1	0.0	0		3	33.3		0	0
Stormont Dundas & Glengarry County B of E	30	6.7	3	33.3	10	20.0	15	13.3	6	0.0		9	1
Stormont Dundas & Glengarry County RCSSB	39	35.9	2	0.0	2	0.0	1	0.0	4	0.0		N.A.	N.A.
Eastern Region Total	**513**	**21.8**	**217**	**41.9**	**97**	**18.6**	**138**	**18.1**	**94**	**11.7**	**10**	**114**	**43**

Table 2.1: (cont'd)

	Elementary				Secondary				Other				
	Principals		Vice-Principals		Principals		Vice-Principals		Supervisory Officers			Competitions	
Region/Board	No. of Positions	% Females	No. of Positions	% Females	No. of Positions	% Females	No. of Positions	% Females	No. of Positions	% Females	No. of Cert. Females*	No. of Vacancies	No. of Females Appointed
Midnorthern Region													
Asquith-Garvey District SAB	2	100.0	0		0		0		0			0	0
Central Algoma B of E	6	0.0	5	40.0	1	0.0	1	0.0	1	100.0		1	0
Chapleau B of E	1	0.0	0		1	100.0	0		1	0.0		0	0
Chapleau District RCSSB	2	0.0	0		0		0		0			0	0
Dubreuilville RCSSB	1	0.0	0		0		0		0			0	0
Espanola B of E	5	40.0	5	0.0	1	0.0	1	0.0	1	0.0		0	0
Foleyet District SAB	1	0.0	0		0		0		0			0	0
Foleyet RCSSB	1	100.0	0		0		0		0			0	0
Gogama District SAB	1	0.0	0		0		0		0			0	0
Gogama RCSSB	1	100.0	0		0		0		0			0	0
Hornepayne B of E	1	0.0	1	0.0	1	0.0	0		0			0	0
Hornepayne RCSSB	1	0.0	0		0		0		0			1	1
Manitoulin B of E	5	20.0	2	50.0	1	0.0	1	0.0	1	0.0		0	0
Michipicoten B of E	1	0.0	1	00.0	2	0.0	1	0.0	1			0	0
Michipicoten District RCSSB	3	66.7	1	0.0	0		0		0			1	1
Missarenda District SAB	1	100.0	0		0		0		0			0	0
North Shore B of E	10	10.0	5	20.0	4	0.0	3	0.0	2	0.0		4	3
North Shore District RCSSB	11	36.4	2	50.0	0		0		3	0.0		6	4
Sault Ste. Marie B of E	37	10.8	13	0.0	5	0.0	6	0.0	5	20.0	1	8	5
Sault Ste. Marie District RCSSB	23	30.4	21	19.0	3	33.3	3	33.3	5	20.0		6	4
Sudbury B of E	39	12.8	18	33.3	14	7.1	18	11.1	10	30.0		8	4
Sudbury District RCSSB	64	20.3	10	50.0	5	40.0	8	37.5	10	10.0			
Midnorthern Region Total	**217**	**20.3**	**84**	**23.8**	**38**	**13.2**	**42**	**14.3**	**40**	**17.5**	**1**	**35**	**22**
Northeastern Region													
Airy & Sabine District SAB	1	100.0	0		0		0		0			0	0
Canfield District SAB	1	0.0	0		0		0		0			0	0
Cochrane Iroquois Falls District B of E	6	16.7	1	0.0	2	0.0	3	0.0	2	50.0		0	0
Cochrane Iroquois Falls District RCSSB	6	16.7	2	100.0	2	0.0	0		1	0.0		1	1
East Parry Sound B of E	11	0.0	6	50.0	0		2	0.0	2	0.0		5	2
Hearst B of E	1	0.0	1	100.0	2	0.0	0		0			0	0
Hearst District RCSSB	4	75.0	3	66.7	0		0		1			2	0
James Bay Lowlands SSB	0		0		1	0.0	1	0.0	0			0	0
Kapuskasing B of E	2	50.0	1	0.0	1	0.0	2	0.0	0			0	0
Kapuskasing District RCSSB	9	55.6	5	60.0	3	0.0	2	50.0	2	0.0		6	3
Kirkland Lake B of E	6	16.7	0		2	50.0	1	0.0	1	0.0		1	0
Kirkland Lake District RCSSB	8	50.0	0		0		0		0			0	0
Moose Factory Island District SAB	1	0.0	1	0.0	0		0		0			0	0

Moosonee District SAB	0		0		0		0		0		1	1
Moosonee RCSSB	0		0		0		0		0		0	0
Murchison and Lyell District SAB	1	0.0	0		0		0		0		0	0
Muskoka B of E	16	12.5	14	21.4	3	33.3	3	0.0	6	0.0	10	5
Nipissing B of E	21	28.6	10	40.0	6	16.7	7	0.0	4	0.0	1 0	0
Nipissing District RCSSB	31	25.0	4	50.0	5	0.0	7	14.3	6	0.0	1 7	2
North Bay CFB B of E	1	0.0	1	0.0	0		0		0		0	0
Parry Sound RCSSB	1	100.0	0		0		0		0			
Smoky Falls District SAB	1	0.0	0		0		0		0		0	0
Timiskaming B of E	8	12.5	6	66.7	3	0.0	3	0.0	3	33.3	1 4	2
Timiskaming District RCSSB	9	55.6	0		1	100.0	1	0.0	2	0.0	0	0
Timmins B of E	12	25.0	1	0.0	2	0.0	3	33.3	3	0.0	6	2
Timmins RCSSB	16	37.5	3	66.7	2	50.0	4	0.0	5	0.0	1 2	2
West Parry Sound B of E	8	0.0	1	100.0	1	0.0	2	0.0	2	0.0	0	0
Northeastern Region Total	**181**	**27.1**	**60**	**45.0**	**36**	**13.9**	**41**	**7.3**	**40**	**5.0**	**4 45**	**20**
Northwestern Region												
Atikokan B of E	1	0.0	0		0		0		1	0.0	0	0
Atikokan RCSSB	1	0.0	1	0.0	0		0		0		1	0
Caramat District SAB	1	0.0	0		0		0		0		0	0
Collins District SAB	1	100.0	0		0		0		0		0	0
Connell and Ponsford District SAB	1	100.0	0		0		0		0		0	0
Dryden B of E	13	23.1	0		2	0.0	3	33.3	2	0.0	1	0
Dryden District RCSSB	2	100.0	0		0		0		0		0	0
Fort Frances-Rainy River B of E	9	11.1	1	0.0	1	0.0	2	0.0	2	0.0	0	0
Fort Frances-Rainy River District RCSSB	3	0.0	0		0		0		0		0	0
Geraldton B of E	3	66.7	1	0.0	2	0.0	1	0.0	1	100.0	1	0
Geraldton District RCSSB	3	66.7	0		0		0		0		1	1
Ignace RCSSB	1	100.0	0		0		0		0		0	0
Kashabowie District SAB	1	100.0	0		0		0		0			
Kenora B of E	6	16.7	1	100.0	1	0.0	3	0.0	0		1	0
Kenora District RCSSB	3	0.0	1	100.0	0		0		1	0.0	0	0
Kilkenny District SAB	1	0.0	0		0		0		0		1	0
Lakehead B of E	43	16.3	48	37.5	10	10.0	15	13.3	7	0.0	10	5
Lakehead District RCSSB	21	14.3	10	30.0	2	0.0	2	0.0	4	0.0	1 3	1
Lake Superior B of E	4	75.0	2	50.0	3	33.3	4	50.0	1	0.0	3	3
Mine Centre District SAB	2	50.0	0		0		0		0		1	0
Nakina District SAB	2	0.0	0		0		0		0		0	0
Nipigon-Red Rock B of E	5	60.0	0		2	0.0	1	0.0	0			
Northern District SAB	2	50.0	1	100.0	0		0		0		2	0
North of Superior District RCSSB	8	62.5	1	100.0	0		0		1	0.0	0	0
Red Lake B of E	3	33.3	3	66.7	1	0.0	1	0.0	0		1	1
Red Lake Area Combined RCSSB	0		0		0		0		0		0	0
Slate Falls District SAB	1	0.0	0		0		0		0		1	0
Summer Beaver District SAB	1	100.0	0		0		0		0		0	0
Upsala District SAB	1	0.0	0		0		0		0		0	0
Northwestern Region Total	**143**	**28.0**	**70**	**40.0**	**24**	**8.3**	**32**	**15.6**	**20**	**5.0**	**1 27**	**11**

Table 2.1: (cont'd)

	Elementary				Secondary				Other				
	Principals		Vice-Principals		Principals		Vice-Principals		Supervisory Officers			Competitions	
Region/Board	No. of Positions	% Females	No. of Positions	% Females	No. of Positions	% Females	No. of Positions	% Females	No. of Positions	% Females	No. of Cert. Females*	No. of Vacancies	No. of Females Appointed
Western Region													
Bruce County B of E	23	13.0	19	26.3	5	0.0	5	20.0	5	0.0		5	1
Bruce-Grey County RCSSB	10	30.0	0		2	0.0	2	0.0	4	25.0		4	2
Elgin County B of E	24	8.3	13	23.1	5	0.0	7	28.6	4	25.0		3	2
Elgin County RCSSB	5	20.0	0		1	0.0	1	0.0	2	50.0		4	0
Essex County B of E	29	10.3	14	42.9	8	0.0	10	20.0	7	28.6		0	0
Essex County Children's Rehabilitation Centre B of E	1	0.0	0		0		0		0			0	0
Essex County RCSSB	27	18.5	4	25.0	4	25.0	5	0.0	6	33.3		0	0
Grey County B of E	22	27.3	14	35.7	4	0.0	5	20.0	6	50.0		4	2
Huron County B of E	25	12.0	13	30.8	6	16.7	5	0.0	4	0.0		5	2
Huron-Perth County RCSSB	16	12.5	4	50.0	1	0.0	1	0.0	3	0.0		0	0
Kent County B of E	26	11.5	20	15.0	8	0.0	12	25.0	5	0.0		3	1
Kent County RCSSB	24	16.7	5	20.0	2	100.0	2	50.0	3	0.0		4	4
Lambton County B of E	41	14.6	13	30.8	7	0.0	11	18.2	6	0.0		4	3
Lambton County RCSSB	16	25.0	15	26.7	1	0.0	2	0.0	4	0.0		3	1
London B of E	61	27.9	57	38.6	13	0.0	28	21.4	16	25.0	1	34	13
London & Middlesex County RCSSB	33	15.2	14	28.6	2	0.0	6	33.3	7	14.3		2	1
Middlesex County B of E	27	11.1	18	33.3	5	0.0	6	16.7	5	0.0		9	3
Oxford County B of E	37	16.2	17	41.2	7	28.6	10	0.0	5	0.0		4	3
Oxford County RCSSB	9	44.4	0		1	0.0	1	100.0	3	33.3		1	0
Perth County B of E	26	15.4	10	50.0	4	0.0	7	28.6	5	0.0		9	3
Thames Valley Children's Centre B of E	1	0.0	0		0		0		0				
Windsor B of E	34	20.6	28	39.3	9	0.0	12	16.7	9	11.1	1	22	11
Windsor RCSSB	43	18.6	11	9.1	4	25.0	10	20.0	7	14.3	1	8	3
Western Region Total	**560**	**17.7**	**289**	**32.5**	**99**	**7.1**	**148**	**18.9**	**116**	**15.5**	**3**	**128**	**55**
Provincial Total	**3779**	**21.0**	**1829**	**39.0**	**714**	**12.7**	**1112**	**23.4**	**781**	**14.7**	**63**	**980**	**427**

Source: September School and Board Reports and Educator Data Base, 1989.

* Women who received the Supervisory Officers Certificate, 1990 (*Source:* Centre for Teacher Education, 1990).

** Other: Ministry of Education and Federation personnel.

Table 3.1: Distribution of Full-Time Employees by Sex, Within Occupational Category, September 30, 1989

Occupational Category	Provincial Distribution			
	Males		Females	
	No.	%	No.	%
Group 1				
Directors of education [a]	117	96.7	4	3.3
Assistant directors of education	25	92.6	2	7.4
Supervisory officers	666	85.3	115	14.7
Total (Group 1)	**808**		**121**	
Group 1A				
Consultant staff	880	44.5	1 098	55.5
Total (Groups 1 and 1A)	**1 688**		**1 219**	
Group 2 [b]				
Principals				
Elementary	3 004	79.2	788	20.8
Secondary	621	87.5	89	12.5
Vice-principals				
Elementary	1 145	61.2	725	38.8
Secondary	857	76.7	260	23.3
Department heads [c]				
Elementary	272	51.2	259	48.8
Secondary	5 791	69.6	2 525	30.4
Teachers				
Elementary	13 330	24.0	42 314	76.0
Secondary	17 389	56.7	13 256	43.3
Other teachers [d]				
Elementary	1 244	20.2	4 921	79.8
Secondary	855	49.5	874	50.5
Total (Group 2)	**44 508**		**66 011**	
Teachers in board offices [e]	617	N.A.	1 223	N.A.
Group 3				
Other professional staff [f] (non-teaching)	520	27.6	1 364	72.4
Paraprofessionals				
Paid teacher-aides	318	5.4	5 535	94.6
Technicians	545	70.1	232	29.9
Other [g]	138	15.9	730	84.1
Clerical and secretarial	363	3.0	11 542	97.0
Other staff on board's payroll [h]				
Supervisory	1 659	66.5	835	33.5
Non-supervisory	14 501	81.9	3 200	18.1
Total (Group 3)	**18 044**		**23 438**	
Total (Groups 1, 1A, 2, 3)	**64 240**		**90 668**	

Source: September School and Board Reports and Educator Data Base, 1989.

Note: Included in this table are data on Roman Catholic secondary schools, Grades 9–13, and teachers from special boards.

[a] One male director serves as a part-time director for two boards.

[b] The figures for Group 2 may not be identical throughout the report because of the different approaches used to summarize the data.

[c] Number in one board has been estimated.

[d] Refers to school staff who have non-instructional duties, such as guidance personnel and librarians.

[e] Not included in total.

[f] Includes personnel with professional qualifications providing educational services to students, such as psychologists, social workers, and attendance counsellors.

[g] Includes such staff as chaplains, lifeguards, outdoor education staff, lunchroom supervisors, and nurses-aides.

[h] Includes staff employed in public information, food services, plant operation and maintenance, and pupil transportation.

Table 3.2: Distribution of Full-Time Employees by Sex, Within Major Occupational Groups and Across Major Occupational Groups, September 30, 1989

	Provincial Distribution			
	Males		Females	
Occupational Group	**No.**	**%**	**No.**	**%**
Group 1				
Directors of education [a]	117	6.9	4	0.3
Assistant directors of education	25	1.5	2	0.2
Supervisory officers	666	39.5	115	9.4
Total	**808**		**121**	
% of grand total in Group 1		1.3		0.1
Group 1A				
Consultant staff	880	52.1	1 098	90.1
% of grand total in Group 1A		1.4		1.2
Total (Groups 1 and 1A)	**1 688**	**100.0**	**1 219**	**100.0**
% of grand total in Groups 1 and 1A		2.6		1.3
Group 2 [b]				
Principals				
Elementary	3 004	6.7	788	1.2
Secondary	621	1.4	89	0.1
Vice-principals				
Elementary	1 145	2.6	725	1.1
Secondary	857	1.9	260	0.4
Department heads [c]				
Elementary	272	0.6	259	0.4
Secondary	5 791	13.0	2 525	3.8
Teachers				
Elementary	13 330	29.9	42 314	64.1
Secondary	17 389	39.1	13 256	20.1
Other teachers [d]				
Elementary	1 244	2.8	4 921	7.5
Secondary	855	1.9	874	1.3
Total	**44 508**	**100.0**	**66 011**	**100.0**
% of grand total in Group 2		69.3		72.8
Teachers in board offices [e]	617	N.A.	1 223	N.A.

Table 3.2: (cont'd)

Occupational Group	Provincial Distribution — Males No.	Males %	Females No.	Females %
Group 3				
Other professional staff [f] (non-teaching)	520	2.9	1 364	5.8
Paraprofessionals				
Paid teacher-aides	318	1.8	5 535	23.6
Technicians	545	3.0	232	1.0
Other [g]	138	0.8	730	3.1
Clerical and secretarial	363	2.0	11 542	49.2
Other staff on board's payroll [h]				
Supervisory	1 659	9.2	835	3.6
Non-supervisory	14 501	80.4	3 200	13.7
Total	**18 044**	**100.0**	**23 438**	**100.0**
% of grand total in Group 3		28.1		25.9
Total (Groups 1, 1A, 2, 3)	**64 240**		**90 668**	

Source: September School and Board Reports and Educator Data Base, 1989.

Note: Included in this table are data on Roman Catholic secondary schools, Grades 9–13, and teachers from special boards.

[a] One male director serves as a part-time director for two boards.
[b] The figures for Group 2 may not be identical throughout the report because of the different approaches used to summarize the data.
[c] Number in one board has been estimated.
[d] Refers to school staff who have non-instructional duties, such as guidance personnel and librarians.
[e] Not included in total.
[f] Includes personnel with professional qualifications providing educational services to students, such as psychologists, social workers, and attendance counsellors.
[g] Includes such staff as chaplains, lifeguards, outdoor education staff, lunchroom supervisors, and nurses-aides.
[h] Includes staff employed in public information, food services, plant operation and maintenance, and pupil transportation.

Table 3.3: Median Salaries by Occupational Group and Sex, 1989

Occupational Group	Male Salaries ($)	Female Salaries ($)
Group 1/1A*		
Directors/assistant directors of education	90 928	92 500
Supervisory officers	83 176	82 428
Consultants	59 611	55 837
Group 2*		
Principals		
Elementary	65 800	64 300
Secondary	72 800	71 500
Vice-principals		
Elementary	58 400	58 100
Secondary	64 400	63 600
Department heads		
Elementary	54 500	53 300
Secondary	58 100	56 500
Regular teachers		
Elementary	49 600	41 600
Secondary	52 500	46 700
Others		
Elementary	51 500	46 100
Secondary	59 600	53 500
Group 3		
Clerical and secretarial	25 966	22 449
Other staff		
Supervisory	42 741	34 460
Non-supervisory	27 915	24 100
Other professional staff (non-teaching)	46 757	38 032
Paid teacher-aides	19 476	18 752
Technicians	27 251	24 539
Other paraprofessionals	25 674	16 756

Source: September Board Report and Educator Data Base, 1989.

Note: Based on all publicly supported board types.

* According to qualifications and years of experience.

Table 4.1: Public School Boards, Elementary: Distribution of Full-Time Teachers by Position and Sex, 1978 and 1989

Position	No. of Females	No. of Males	Total	% Females	% Males
Principal					
1978	166	2 325	2 491	6.7	93.3
1989	448	2 008	2 456	18.2	81.8
Change	282	-317	-35	11.5	-11.5
Vice-principal					
1978	176	963	1 139	15.5	84.5
1989	556	856	1 412	39.4	60.6
Change	380	-107	273	23.9	-23.9
Department head					
1978	133	232	365	36.4	63.6
1989	118	157	275	42.9	57.1
Change	-15	-75	-90	6.5	-6.5
Classroom teacher					
1978	22 084	9 246	31 330	70.5	29.5
1989	27 779	9 674	37 473	74.2	25.8
Change	5 715	428	6 143	3.7	-3.7
Other					
1978	2 526	688	3 214	78.6	21.4
1989	3 012	801	3 813	79.0	21.0
Change	486	113	599	0.4	-0.4
Total					
1978	25 085	13 454	38 539	65.1	34.9
1989	31 933	13 496	45 429	70.3	29.7
Change	6 848	42	6 890	5.2	-5.2

Source: September School and Board Reports, 1978 and 1989.

Note: The 1989 numbers exclude the 850 teachers in Grades 7, 8, and 9. These account for less than 1 per cent of the total number of positions.

Table 4.2: Public School Boards, Elementary: Distribution of Full-Time Teachers by Total Teaching Experience and Sex, 1978 and 1989

Teaching Experience	No. of Females	No. of Males	Total	% Females	% Males
Beginners					
1978	446	169	615	72.5	27.5
1989	1 722	478	2 200	78.3	21.7
Change	1 276	309	1 585	5.8	-5.8
1-10 years					
1978	13 065	6 004	19 069	68.5	31.5
1989	10 846	2 318	13 164	82.4	17.6
Change	-2 219	-3 686	-5 905	13.9	-13.9
11-20 years					
1978	8 281	5 173	13 454	61.6	38.4
1989	11 766	5 254	17 020	69.1	30.9
Change	3 485	81	3 566	7.5	-7.5
21-30 years					
1978	2 735	1 769	4 504	60.7	39.3
1989	6 935	4 968	11 903	58.3	41.7
Change	4 200	3 199	7 399	-2.4	2.4
31 + years					
1978	558	339	897	62.2	37.8
1989	848	719	1 567	54.1	45.9
Change	290	380	670	-8.1	8.1
Total					
1978	25 085	13 454	38 539	65.1	34.9
1989	32 117	13 737	45 854	70.0	30.0
Change	7 032	283	7 315	4.9	-4.9

Source: September School and Board Reports, 1978 and 1989.

Note: The 1989 numbers exclude the 850 teachers in Grades 7, 8, and 9. These account for less than 1 per cent of the total number of positions.

Table 4.3: Public School Boards, Elementary: Distribution of Full-Time Teachers by Highest Degree Obtained and Sex, 1978 and 1989

Highest Degree	No. of Females	No. of Males	Total	% Females	% Males
No Degree					
1978	13 200	2 645	15 845	83.3	16.7
1989	9 589	1 363	10 952	87.6	12.4
Change	-3 611	-1 282	-4 893	4.3	-4.3
Bachelor's					
1978	11 485	9 540	21 025	54.6	45.4
1989	20 321	9 494	29 815	68.2	31.8
Change	8 836	-46	8 790	13.6	-13.6
Master's					
1978	369	1 236	1 605	23.0	77.0
1989	1 885	2 504	4 389	42.9	57.1
Change	1 516	1 268	2 784	19.9	-19.9
Doctorate					
1978	9	8	17	52.9	47.1
1989	22	21	43	51.2	48.8
Change	13	13	26	-1.7	1.7
Total*					
1978	25 063	13 429	38 492	65.1	34.9
1989	31 817	13 382	45 199	70.4	29.6
Change	6 754	-47	6 707	5.3	-5.3

Source: September School and Board Reports, 1978 and 1989.

Note: The 1989 numbers exclude the 850 teachers in Grades 7, 8, and 9. These account for less than 1 per cent of the total number of positions.

* Does not include teachers who did not report the highest degree obtained: 22 women and 25 men in 1978; 116 women and 114 men in 1989.

Table 4.4: Public School Boards, Secondary: Distribution of Full-Time Teachers by Position and Sex, 1978 and 1989

Position	No. of Females	No. of Males	Total	% Females	% Males
Principal					
1978	17	560	577	2.9	97.1
1989	56	478	534	10.5	89.5
Change	39	-82	-43	7.6	-7.6
Vice-principal					
1978	59	759	818	7.2	92.8
1989	192	664	856	22.4	77.6
Change	133	-95	38	15.2	-15.2
Department head					
1978	1 328	5 406	6 734	19.7	80.3
1989	1 979	4 798	6 777	29.2	70.8
Change	651	-608	43	9.5	-9.5
Classroom teacher					
1978	8 728	16 818	25 546	34.2	65.8
1989	9 899	13 942	23 841	41.5	58.5
Change	1 171	-2 876	-1 705	7.3	-7.3
Other					
1978	544	1 108	1 652	32.9	67.1
1989	679	710	1 389	48.9	51.1
Change	135	-398	-263	16.0	-16.0
Total					
1978	10 676	24 651	35 327	30.2	69.8
1989	12 805	20 592	33 397	38.3	61.7
Change	2 129	-4 059	-1 930	8.1	-8.1

Source: September School and Board Reports, 1978 and 1989.

Note: The 1989 numbers exclude the 850 teachers in Grades 7, 8, and 9. These account for less than 1 per cent of the total number of positions.

Table 4.5: Public School Boards, Secondary: Distribution of Full-Time Teachers by Total Teaching Experience and Sex, 1978 and 1989

Teaching Experience	No. of Females	No. of Males	Total	% Females	% Males
Beginners					
1978	407	428	835	48.7	51.3
1989	575	502	1 077	53.4	46.6
Change	168	74	242	4.6	-4.6
1-10 years					
1978	6 182	9 687	15 869	39.0	61.0
1989	4 974	3 633	8 607	57.8	42.2
Change	-1 208	-6 054	-7 262	18.8	-18.8
11-20 years					
1978	3 086	11 107	14 193	21.7	78.3
1989	4 978	7 360	12 338	40.3	59.7
Change	1 892	-3 747	-1 855	18.6	-18.6
21-30 years					
1978	821	3 014	3 835	21.4	78.6
1989	2 236	8 511	10 747	20.8	79.2
Change	1 415	5 497	6 912	-0.6	0.6
31 + years					
1978	180	415	595	30.3	69.7
1989	169	706	875	19.3	80.7
Change	-11	291	280	-10.9	10.9
Total					
1978	10 676	24 651	35 327	30.2	69.8
1989	12 932	20 712	33 644	38.4	61.6
Change	2 256	-3 939	-1 683	8.2	-8.2

Source: September School and Board Reports, 1978 and 1989.

Note: The 1989 numbers exclude the 850 teachers in Grades 7, 8, and 9. These account for less than 1 per cent of the total number of positions.

Table 4.6: Public School Boards, Secondary: Distribution of Full-Time Teachers by Highest Degree Obtained and Sex, 1978 and 1989

Highest Degree	No. of Females	No. of Males	Total	% Females	% Males
No degree					
1978	846	4 217	5 063	16.7	83.3
1989	514	2 092	2 606	19.7	80.3
Change	-332	-2 125	-2 457	3.0	-3.0
Bachelor's					
1978	9 009	17 580	26 589	33.9	66.1
1989	10 700	14 995	25 695	41.6	58.4
Change	1 691	-2 585	-894	7.7	-7.7
Master's					
1978	777	2 733	3 510	22.1	77.9
1989	1 479	3 342	4 821	30.7	69.3
Change	702	609	1 311	8.6	-8.6
Doctorate					
1978	19	82	101	18.8	81.2
1989	23	76	99	23.2	76.8
Change	4	-6	-2	4.4	-4.4
Total*					
1978	10 651	24 612	35 263	30.2	69.8
1989	12 716	20 505	33 221	38.3	61.7
Change	2 065	-4 107	-2 042	8.1	-8.1

Source: September School and Board Reports, 1978 and 1989.

Note: The 1989 numbers exclude the 850 teachers in Grades 7, 8, and 9. These account for less than 1 per cent of the total number of positions.

* Does not include teachers who did not report the highest degree obtained: 25 women and 39 men in 1978; 89 women and 87 men in 1989.

Table 4.7: Public School Boards, Elementary and Secondary: Distribution of Full-Time Teachers by Highest Teaching Level and Sex, 1987 and 1989

Teaching Level	No. of Females	No. of Males	Total	% Females	% Males
JK/Kindergarten					
1987	2 271	58	2 329	97.5	2.5
1989	2 756	70	2 826	97.5	2.5
Change	485	12	497	0.0	0.0
Grades 1–3					
1987	8 582	667	9 249	92.8	7.2
1989	10 122	813	10 935	92.6	7.4
Change	1 540	146	1 686	-0.2	0.2
Grades 4–6					
1987	5 839	3 643	9 482	61.6	38.4
1989	7 215	3 638	10 853	66.5	33.5
Change	1 376	-5	1 371	4.9	-4.9
Grades 7–8					
1987	4 537	4 936	9 473	47.9	52.1
1989	5 030	4 618	9 648	52.1	47.9
Change	493	-318	175	4.2	-4.2
JK–Grade 8					
1987	4 002	2 284	6 286	63.7	36.3
1989	5 184	3 613	8 797	58.9	41.1
Change	1 182	1 329	2 511	-4.8	4.8
Grades 9–10					
1987	895	1 175	2 070	43.2	56.8
1989	1 134	1 093	2 227	50.9	49.1
Change	239	-82	157	7.7	-7.7
Grades 11–12					
1987	5 301	9 016	14 317	37.0	63.0
1989	4 967	6 972	11 939	41.6	58.4
Change	-334	-2 044	-2 378	4.6	-4.6
Grade 13/OAC					
1987	2 191	6 046	8 237	26.6	73.4
1989	1 977	3 955	5 932	33.3	66.7
Change	-214	-2 091	-2 305	6.7	-6.7
Grades 9–13/OAC					
1987	2 579	4 025	6 604	39.1	60.9
1989	4 760	8 776	13 536	35.2	64.8
Change	2 181	4 751	6 932	-3.9	3.9
Ungraded					
1987	2 196	1 269	3 465	63.4	36.6
1989	1 868	902	2 770	67.4	32.6
Change	-328	-367	-695	4.0	-4.0
Not reported					
1987	361	1 564	1 925	18.8	81.2
1989	N.A.	N.A.	N.A.		
Change	N.A.	N.A.	N.A.		
Total					
1987	38 754	34 683	73 437	52.8	47.2
1989	45 013	34 450	79 463	56.6	43.4
Change	6 259	.-233	6 026	3.8	-3.8

Source: September School and Board Reports, 1987 and 1989.

Notes: The data are not comparable with those for the years before 1987 because of the extension of public funding to Roman Catholic schools from 1985 to 1987. With the introduction of the new database and its definitions, "Unreported" has been eliminated. Individuals holding administrative posts such as principal have been assigned to either JK–Grade 8 or Grades 9–13/OAC, depending upon the school. In 1987 they were reported under "Not Reported". It is felt that 1987 provides a more appropriate base for comparison with 1989 because of identical data categories.

Table 4.8: Roman Catholic School Boards, Elementary: Distribution of Full-Time Teachers by Position and Sex, 1985 and 1989

Position	No. of Females	No. of Males	Total	% Females	% Males
Principal					
1985	254	960	1 214	20.9	79.1
1989	331	954	1 285	25.8	74.2
Change	77	-6	71	4.9	-4.9
Vice-principal					
1985	86	213	299	28.8	71.2
1989	159	273	432	36.8	63.2
Change	73	60	133	8.0	8.0
Department head					
1985	4	3	7	57.1	42.9
1989	4	1	5	80.0	20.0
Change	0	-2	-2	22.9	-22.9
Classroom teacher					
1985	11 460	3 218	14 678	78.1	21.9
1989	14 334	3 503	17 837	80.4	19.6
Change	2 874	285	3 159	2.3	-2.3
Other					
1985	1 238	296	1 534	80.7	19.3
1989	1 842	403	2 245	82.0	18.0
Change	604	107	711	1.3	-1.3
Total					
1985	13 042	4 690	17 732	73.6	26.4
1989	16 670	5 134	21 804	76.5	23.5
Change	3 628	444	4 072	2.9	-2.9

Source: September School and Board Reports, 1985 and 1989.

Notes: The data are not comparable with those for the years before 1987 because of the extension of public funding to Roman Catholic schools from 1985 to 1987.
The 1989 numbers exclude the 850 teachers in Grades 7, 8, and 9. These account for less than 1 per cent of the total number of positions.

Table 4.9: Roman Catholic School Boards, Elementary: Distribution of Full-Time Teachers by Total Teaching Experience and Sex, 1985 and 1989

Teaching Experience	No. of Females	No. of Males	Total	% Females	% Males
Beginners					
1985	369	126	495	74.5	25.5
1989	942	340	1 282	73.5	26.5
Change	573	214	787	-1.0	1.0
1-10 years					
1985	4 481	1 427	5 908	75.8	24.2
1989	6 137	1 396	7 533	81.5	18.5
Change	1 656	-31	1 625	5.7	-5.7
11-20 years					
1985	5 484	2 059	7 543	72.7	27.3
1989	5 919	1 935	7 854	75.4	24.6
Change	435	-124	311	2.7	-2.7
21-30 years					
1985	2 336	984	3 320	70.4	29.6
1989	3 272	1 356	4 628	70.7	29.3
Change	936	372	1 308	0.3	-0.3
31 + years					
1985	372	94	466	79.8	20.2
1989	479	171	650	73.7	26.3
Change	107	77	184	-6.1	6.1
Total					
1985	13 042	4 690	17 732	73.6	26.4
1989	16 749	5 198	21 947	76.3	23.7
Change	3 707	508	4 215	2.7	-2.7

Source: September School and Board Reports, 1985 and 1989.

Notes: The data are not comparable with those for the years before 1987 because of the extension of public funding to Roman Catholic schools from 1985 to 1987.
The 1989 numbers exclude the 850 teachers in Grades 7, 8, and 9. These account for less than 1 per cent of the total number of positions.

Table 4.10: Roman Catholic School Boards, Elementary: Distribution of Full-Time Teachers by Highest Degree Obtained and Sex, 1985 and 1989

Highest Degree	No. of Females	No. of Males	Total	% Females	% Males
No degree					
1985	5 453	518	5 971	91.3	8.7
1989	5 382	403	5 790	93.0	7.0
Change	-71	-110	-181	1.7	-1.7
Bachelor's					
1985	7 120	3 366	10 486	67.9	32.1
1989	10 409	3 662	14 071	74.0	26.0
Change	3 289	296	3 585	6.1	-6.1
Master's					
1985	448	781	1 229	36.5	63.5
1989	733	934	1 667	44.0	56.0
Change	285	153	438	7.5	-7.5
Doctorate					
1985	5	8	13	38.5	61.5
1989	4	6	10	40.0	60.0
Change	-1	-2	-3	1.5	-1.5
Total*					
1985	13 026	4 673	17 699	73.6	26.4
1989	16 528	5 010	21 538	76.7	23.3
Change	3 502	337	3 839	3.1	-3.1

Source: September School and Board Reports, 1985 and 1989.

Notes: The data are not comparable with those for the years before 1987 because of the extension of public funding to Roman Catholic schools from 1985 to 1987.
The 1989 numbers exclude the 850 teachers in Grades 7, 8, and 9. These account for less than 1 per cent of the total number of positions.

* Does not include teachers who did not report their highest degree obtained: 16 women and 17 men in 1985; 142 women and 122 men in 1989.

Table 4.11: Roman Catholic School Boards, Secondary: Distribution of Full-Time Teachers by Position and Sex, 1987 and 1989

Position	No. of Females	No. of Males	Total	% Females	% Males
Principal					
1987	30	99	129	23.3	76.7
1989	30	124	154	19.5	80.5
Change	0	25	25	-3.8	3.8
Vice-principal					
1987	35	146	181	19.3	80.7
1989	64	185	249	25.7	74.3
Change	29	39	68	6.4	-6.4
Department head					
1987	344	705	1 049	32.8	67.2
1989	538	973	1 511	35.6	64.4
Change	194	268	462	2.8	-2.8
Classroom teacher					
1987	2 400	2 501	4 901	49.0	51.0
1989	3 228	3 304	6 532	49.4	50.6
Change	828	803	1 631	0.4	-0.4
Other					
1987	132	102	234	56.4	43.6
1989	170	128	298	57.0	43.0
Change	38	26	64	0.6	-0.6
Total					
1987	2 941	3 553	6 494	45.3	54.7
1989	4 030	4 714	8 744	46.1	53.9
Change	1 089	1 161	2 250	0.8	-0.8

Source: September School and Board Reports, 1987 and 1989.

Notes: The data are not comparable with those for the years before 1987 because of the extension of public funding to Roman Catholic schools from 1985 to 1987.
The 1989 numbers exclude the 850 teachers in Grades 7, 8, and 9. These account for less than 1 per cent of the total number of positions.

Table 4.12: Roman Catholic School Boards, Secondary: Distribution of Full-Time Teachers by Total Teaching Experience and Sex, 1987 and 1989

Teaching Experience	No. of Females	No. of Males	Total	% Females	% Males
Beginners					
1987	210	165	375	56.0	44.0
1989	284	212	496	57.3	42.7
Change	74	47	121	1.3	-1.3
1-10 years					
1987	1 472	1 448	2 920	50.4	49.6
1989	2 056	1 852	3 908	52.6	47.4
Change	584	404	988	2.2	-2.2
11-20 years					
1987	931	1 380	2 311	40.3	59.7
1989	1 238	1 782	3 020	41.0	59.0
Change	307	402	407	-0.7	0.7
21-30 years					
1987	280	513	793	35.3	64.7
1989	426	828	1 254	34.0	66.0
Change	146	315	461	-1.3	1.3
31 + years					
1987	48	47	95	50.5	49.5
1989	65	72	137	47.4	52.6
Change	17	25	42	-3.1	3.1
Total					
1987	2 941	3 553	6 494	45.3	54.7
1989	4 069	4 746	8 815	46.2	53.8
Change	1 128	1 193	2 321	0.9	-0.9

Source: September School and Board Reports, 1987 and 1989.

Notes: The data are not comparable with those for the years before 1987 because of the extension of public funding to Roman Catholic schools from 1985 to 1987.
The 1989 numbers exclude the 850 teachers in Grades 7, 8, and 9. These account for less than 1 per cent of the total number of positions.

Table 4.13: Roman Catholic School Boards, Secondary: Distribution of Full-Time Teachers by Highest Degree Obtained and Sex, 1987 and 1989

Highest Degree	No. of Females	No. of Males	Total	% Females	% Males
No degree					
1987	108	134	242	44.6	55.4
1989	133	191	324	41.0	59.0
Change	25	57	82	-3.6	-3.6
Bachelor's					
1987	2 493	2 798	5 291	47.1	52.9
1989	3 375	3 680	7 055	47.8	52.2
Change	882	882	1 764	0.7	-0.7
Master's					
1987	321	581	902	35.6	64.4
1989	471	777	1 248	37.7	62.3
Change	150	196	346	2.1	-2.1
Doctorate					
1987	5	22	27	18.5	81.5
1989	8	23	31	25.8	74.2
Change	3	1	4	7.3	-7.3
Total*					
1987	2 927	3 535	6 462	45.3	54.7
1989	3 987	4 671	8 658	46.0	54.0
Change	1 060	1 136	2 196	0.7	-0.7

Source: September School and Board Reports, 1987 and 1989.

Notes: The data are not comparable with those for the years before 1987 because of the extension of public funding to Roman Catholic schools from 1985 to 1987.
The 1989 numbers exclude the 850 teachers in Grades 7, 8, and 9. These account for less than 1 per cent of the total number of positions.

* Does not include teachers who did not report their highest degree obtained: 14 women and 18 men in 1987; 43 women and 43 men in 1989.

Table 4.14: Roman Catholic School Boards, Elementary and Secondary: Distribution of Full-Time Teachers by Highest Teaching Level and Sex, 1987 and 1989

Teaching Level	No. of Females	No. of Males	Total	% Females	% Males
JK/Kindergarten					
1987	1 553	26	1 579	98.4	1.6
1989	1 768	31	1 799	98.3	1.7
Change	215	5	220	-0.1	0.1
Grades 1-3					
1987	4 386	224	4 610	95.1	4.9
1989	5 060	277	5 337	94.8	5.2
Change	674	53	727	-0.3	0.3
Grades 4-6					
1987	3 362	1 243	4 605	73.0	27.0
1989	3 866	1 313	5 179	74.6	25.4
Change	504	70	574	1.6	-1.6
Grades 7-8					
1987	2 516	1 861	4 377	57.5	42.5
1989	2 751	1 875	4 626	59.5	40.5
Change	235	14	249	2.0	-2.0
JK-Grade 8					
1987	2 079	887	2 966	70.1	29.9
1989	2 845	1 539	4 384	64.9	35.1
Change	766	652	213	-5.2	5.2
Grades 9-10					
1987	583	707	1 290	45.2	54.8
1989	646	613	1 259	51.3	48.7
Change	63	-94	-31	6.1	-6.1
Grades 11-12					
1987	1 274	1 342	2 616	48.7	51.3
1989	1 361	1 388	2 749	49.5	50.5
Change	87	46	133	0.8	-0.8
Grade 13/OAC					
1987	408	755	1 163	35.1	64.9
1989	476	704	1 180	40.3	59.7
Change	68	-51	17	5.3	-5.3
Grades 9-13/OAC					
1987	737	560	1 297	56.8	43.2
1989	1 614	2 074	3 688	43.8	56.2
Change	877	1 514	2 391	-13.1	13.1
Ungraded					
1987	400	195	595	67.2	32.8
1989	430	130	560	76.8	23.2
Change	30	-65	-35	9.6	-9.6
Not reported					
1987	187	539	726	25.8	74.2
1989	N.A.	N.A.	N.A.		
Change	N.A.	N.A.	N.A.		
Total					
1987	17 485	8 339	25 824	67.7	32.3
1989	20 817	9 944	30 761	67.7	32.3
Change	3 332	1 605	4 937	0.0	0.0

Source: September School and Board Reports, 1987 and 1989.

Notes: The data are not comparable with those for the years before 1987 because of the extension of public funding to Roman Catholic schools from 1985 to 1987.
With the introduction of the new database and its definitions, "Unreported" has been eliminated. Individuals holding administrative posts such as principal have been assigned to either JK-Grade 8 or Grades 9-13/OAC, depending upon the school. In 1987 they were reported under "Not Reported". It is felt that 1987 provides a more appropriate base for comparison with 1989 because of identical data categories.